

# LNGT 320- Discourse Analysis

Dr. Shawna Shapiro

<http://sites.middlebury.edu/shapiro/>

**Contact info:** [sshapiro@middlebury.edu](mailto:sshapiro@middlebury.edu) Phone: x5977 or 206.919.6060 (cell)  
Office Hours (in Carr Hall 201): Mon 12-1pm; T/Th 3-4pm, or by appt

## Course description:

*In this course, we will analyze and critique spoken and written discourse, asking questions such as: How do texts reinforce particular beliefs and assumptions? How can grammatical structure be used as a persuasive tool? How does language shape our thinking about social issues? Drawing on work from Deborah Cameron, Michel Foucault, James Paul Gee, Ruth Wodak, and others, we will trace the trajectory of Discourse Analysis (DA) as a methodology, examine fundamental works that employ DA methods, and craft individual research projects. Course assignments will be written in English, but students will have opportunities to analyze discourse in other languages. (Prerequisite: LNGT 0101 or instructor approval)*

\* This is a CW (College Writing) course

## Main texts:

Cameron, D. & Panović, I. (2014). *Working with written discourse*. Sage.

Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th edition). Routledge.

NOTE: Other weekly readings will be drawn from journals in linguistics and related fields. These will be uploaded to our Moodle site.

## Course Objectives

Students will...

- Understand the nature and purpose of discourse analysis as a research methodology
- Engage critically with theories and approaches to the analysis of written discourse
- Read and critique empirical studies that employ discourse analysis
- Develop and facilitate their own empirical study using methods of discourse analysis
- Use tools and technologies to assist with discourse analysis
- Write effectively in a variety of genres, following the disciplinary conventions of Linguistics and/or related social sciences
- Make their work accessible and relevant to a public audience

## General policies

Academic community is an important aspect of this course; cultivating that community requires the active presence and participation of each member. You are expected to attend all classes on time, prepared to engage actively in course activities and discussion. Late or missed assignments will be penalized. In the event of illness, please notify me via email or phone *before* the class that you will be missing. Multiple absences or frequent tardiness could have an adverse effect on your final course grade.

## Formatting for Written Work

Unless specified otherwise, written assignments should be double-spaced, 12-point font (Times New Roman), with 1-inch margins. APA citation style is required. All work should include an Honor Code statement.

## Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours, and expect the same of my students. Your feedback is essential to the success of this course. I will give you opportunities to reflect on the course, both in-class and anonymously, but I appreciate hearing from you *at any point* about your needs and experiences.

If you are feeling overwhelmed or frustrated, I hope you will let me know as soon as possible, so I can help you get the support you need.

If you have a learning issue of any kind that might impact your studies, please communicate with me and/or with the ADA office, so that we can make a plan to accommodate your needs. See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information.

## Grading Breakdown:

- ❖ **Participation and HW (20%)** – includes preparation and engagement in class, occasional HW assignments and response papers, timely submission of paper drafts, and attendance at individual meetings with professor and/or peer tutors.
- ❖ **Paper 1 (10%)- “MiddMetaphor” (2-3pp)**- In this paper, you will investigate conceptions of Middlebury College (or of a particular entity within the College), using metaphor analysis. This paper will give you some initial practice with collecting, analyzing, and writing about empirical data.

- ❖ **Paper 2 (15%) – Media analysis** (3-4 pp)- In this paper, you will use narrative analysis and other approaches to compare accounts of a particular event across two media sources that have contrasting political, geographic, or demographic foci. You will make an argument about the significance of your findings to our understanding of the media, the event, or the issues/tensions invoked in accounts of the event.
  
- ❖ **Paper 3 (40% total)- Research Project-** For this paper, you will craft a research question that can be answered with corpus-based discourse analysis. You will identify a theoretical approach underlying your analysis, craft a literature review highlighting the importance of your research question and showing how it fits with prior research, and present the findings and implications of your work. We will work on this project in stages, as follows:
  - Initial proposal with working bibliography (HW assignment)
  - Revised proposal with annotated bibliography (7 or more sources) -5%
  - Theoretical framework and Literature review (4-5 pp., citing sources from Annotated Bib)- 10%
  - Intro, Methods, Findings, Discussion, Conclusion (8-10 pp.)- 20%
  - Class presentation and discussion (15 min)- 5%
  
- ❖ **Paper 4 (15%)- Critical Reflection** (4-5 pp.)- This paper offers an opportunity for you to synthesize and reflect on what you have learned throughout the course. You will develop a general question to explore in this essay, such as:
  - What is the value of discourse analysis? What does it allow us to do/understand?
  - How has doing discourse analysis shaped the way you think about a particular issue or activity—or about language itself?
  - What critiques do you have of discourse analysis? (as a field of study, or perhaps a particular scholar’s approach)

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## Tentative Course Schedule (Spring 2016)

Feb 16 (T)- Course introduction and Overview.

Begin discussing: What is D/discourse and Why do we analyze it? DA vs. CDA  
Other terms/concepts from Gee and Cameron introductions.

Feb 18 (Th)- Lakoff & Johnson, 1980; Bozick, 2002 (both on Moodle).

More DA terms/concepts, including metaphor. Discuss Paper 1: "MiddMetaphor"

Over weekend: gather data for Paper 1. Post to Moodle, along with initial observations.

Feb 23 (T)- Review Gee Ch 1 and 2. Cameron, 1992 ("Naming..." -on Moodle)

Post data for Paper 1 online before class, for analysis practice.

Feb 25 (Th)- Bring draft of Paper 1 (3 copies) for peer review.

Gee Ch 3- Overview of "Building Tasks"

\*Optional mtgs w/ SS or peer tutor all week

**Due Sun Feb 28:** Revised draft of Paper 1 with Writer's Memo (Moodle)

Mar 1 (T)- Gee Ch 4 and 5 (Discourses and Tools of Inquiry part 1).

In class, practice using TOI part 1 with texts on "Resilience." Demo of online tool.

Mar 3 (Th)- Cameron & Panović Ch 2 and 3. Additional case study on Moodle (Ahearn?)

**HW Due:** Analysis practice with "Resilience"—spoken OR written, using new tools.

**Due Sun Mar 6:** Summary/Response (1-2 pp.) to "Resilience" analysis (Moodle OR on public media 😊)

Mar 8 (T)- Gee Ch 6 and 7 (Tools of Inquiry part 2, esp "Figured Worlds").

Readings on cultural models of parenting- (or other media/politics topic)

Mar 10 (Th)- Cameron & Panović Ch 5 and 6. (And/or Wodak?)

Holoshitz & Cameron, 2014 (Moodle).

In class, compare Cameron and Gee's approaches (esp. Gee Ch 8).

**Due before next class:** Post proposal for Paper 2 (Media Analysis).

Mar 15 (T)- Cameron & Panović Ch 6 and 7.

Workshop on corpus analysis.

Mar 17 (Th)- In-class work time and mini-conferences w/ SS

**Over weekend:** Online discussion (Moodle) about research and writing process

Mar 22 (T)- Reading TBD (Moodle). In class presentation of initial findings for Paper 2 and comparison with one (or more) prior study.

Mar 24 (Th) – Bring 3 copies of Paper 2 for Peer Review.

### **Spring Break: Mar 27-April 3**

**Due before next class:** Paper 2 with Writer's Memo (Moodle)

Apr 5 (T)- Cameron & Panović Ch 8 and 9. Reading TBD (Moodle)—likely Bogetic, 2013 and/or Chilwa & Ifukor, 2015 Discuss Paper 3 (Research Paper).

Apr 7 (Th)- ***Class cancelled (SS out-of-town).***

Work on proposal and bibliography for Paper 3 (Research Paper).

\*Optional meetings w/ PWT and/or librarian

**Due Sun 4/10:** Proposal and working bibliography for Paper 3 (Moodle).

Apr 12 (T)- Cameron & Panović Ch 11 and 12; Gee Ch 9 In-class workshop on refining projects.

Apr 14 (Th)- Cameron & Panović Ch 10 (multilingual) or Gee Ch 10 (spoken discourse)  
van Leewen & Suleiman OR alternate on code-switching- TBD (both on Moodle)  
In-class workshop.

[Fri Apr 15: URO Student Research Symposium]

Apr 19 (T)- Bring three copies of literature review for peer review.

April 21 (Th)- Shapiro, 2014. Possible additional TBD (both on Moodle).

Discuss theoretical frameworks

\*Conferences w/ SS all week

**Due Sun Apr 24:** Theoretical framework and Literature review for Paper 3 (4-5pp.)

Also start working on data analysis

Apr 26 (T)- Writing/data analysis workshop. Readings TBD.

April 28 (Th)- Presentations I. Talk about Paper 4.

**Due before next class:** Full draft of paper 3.

May 3 (T)- Presentations II

May 5 (Th)- Peer review of Paper 4 draft/outline (bring 3 hard copies to class).

\*Conferences w/ SS

**Due Sun May 8:** Revised draft of Paper 3.

Optional: Submit draft of Paper 4 for feedback (or meet w/ SS or PWT).

May 10 (T)- Debate/role-play. Readings TBD. (e.g., Ainsworth & Hardy, 2006?)

May 12 (Th)- Continue debate/discussion. Course wrap-up.

**Due May 17 (Tues)-** Final draft of Paper 4

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